

Teen Anger Workbook

**Facilitator Reproducible
Self-Assessments, Exercises
& Educational Handouts**

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Facilitator Reproducible Self-Assessments,
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Using This Book *(For the professional)*

One of the most difficult life skills teenagers need to learn is how to control anger. They will experience a wide variety of emotions and the more equipped they are to handle these emotions, the more successful they will be in school, friendships and family relationships. Anger can be powerful and managing it can be challenging. The *Teen Anger Workbook* is designed to help teens engage in self-reflection, to examine their thoughts and feelings that lead to angry emotions, and learn effective tools and techniques to manage anger. This unique book combines two powerful psychological tools for anger management: self-assessment and journaling.

The *Teen Anger Workbook* contains five separate sections that will help the participants learn more about themselves as well as how anger impacts their lives.

Teen Anger Triggers Scale helps individuals to explore what triggers feelings of anger within them.

Teen Anger Intensity Scale helps individuals to identify how prone they are to anger, angry reactions and to the strength of their angry feelings.

Teen Anger Expression-Style Scale helps individuals to identify their particular ways of expressing their anger to others.

Teen Anger Consequences Scale helps individuals to explore adverse effects of uncontrolled anger in their relationships and life.

Teen Anger Management Scale helps individuals to better understand and develop skills in anger management.

These sections serve as avenues for individual self-reflection, as well as group experiences revolving around identified topics of importance. Each assessment includes directions for easy administration, scoring and interpretation. In addition, each section includes exploratory activities, reflective journaling activities, insightful quotations, and educational handouts to help participants discover their habitual, ineffective methods of managing anger, and to explore new ways for managing that anger.

The art of self-reflection goes back many centuries and is rooted in many of the world's greatest spiritual and philosophical traditions. Socrates, the ancient Greek philosopher, was known to walk the streets engaging the people he met in philosophical reflection and dialogue. He felt that this type of activity was so important in life that he proclaimed, "The unexamined life is not worth living!" The unexamined life is one in which the same routine is continually repeated without ever thinking about its meaning to one's life and how this life really could be lived. However, a structured reflection and examination of beliefs, assumptions, characteristics and patterns can provide a better understanding which can lead to a more satisfying life and career. A greater level of self-understanding about important

(Continued)

Using This Book *(For the professional, continued)*

life skills is often necessary to make positive, self-directed changes in the negative patterns that keep repeating throughout life. The assessments and exercises in this book can help promote this self-understanding. Through involvement in the in-depth activities, the participant claims ownership in the development of positive patterns.

Journaling is an extremely powerful tool for enhancing self-discovery, learning, transcending traditional problems, breaking ineffective life and career habits, and helping people to heal from psychological traumas of their past. From a physical point of view, writing reduces stress and lowers muscle tension, blood pressure and heart rate levels. Psychologically, writing reduces feelings of sadness, depression and general anxiety, and leads to a greater level of life satisfaction and optimism. Behaviorally, writing leads to enhanced social skills, greater emotional intelligence and higher levels of creativity.

By combining reflective assessment and journaling, your participants will engage in a revolutionary method for reducing and managing their anger.

Use Name Codes for Confidentiality

Confidentiality is a term for any action that preserves the privacy of other people. Because the teens completing the activities in this workbook might be asked to answer assessment items and to journal about and explore their relationships, you will need to discuss confidentiality before you begin using the materials in this workbook. Maintaining confidentiality is important as it shows respect for others and allows the participants to explore their feelings without hurting anyone's feelings or fearing gossip, harm or retribution.

In order to maintain confidentiality, explain to the participants that they need to assign a name code for each person they write about as they complete the various activities in the workbook. For example, a friend named Joey who enjoys going to hockey games might be titled JLHG (Joey Loves Hockey Games) for a particular exercise. In order to protect their friends' identities, they may not use actual names or initials of people – just name codes.

Thanks to the following professionals whose input in this book has been invaluable!

Carol Butler, MS Ed, RN, C

Kathy Liptak, Ed.D.

Kathy Khalsa, MAJS, OTR/L

Eileen Regen, M.Ed., CJE

The Assessments, Journaling Activities and Educational Handouts

Materials in the Assessments, Journaling Activities, and Educational Handouts sections in this book are reproducible and can be photocopied for participants' use. The assessments focus on self-reported data and thus are similar to ones used by psychologists, counselors, therapists and career consultants. The accuracy and usefulness of the information provided is dependent on the truthful information that each participant provides. By being honest, participants help themselves to learn about unproductive and ineffective patterns in their lives, and to uncover information that might be keeping them from being as happy or as successful as they might be.

An assessment instrument can provide participants with valuable information about themselves; however, these assessments cannot measure or identify everything. The assessments' purpose is not to pigeon-hole certain characteristics, but rather to allow participants to explore all of their characteristics. This book contains self-assessments and not tests. Tests measure knowledge or whether something is right or wrong. For the assessments in this book, there are no right or wrong answers. These assessments ask for personal opinions or attitudes about specific topics of importance in each participant's life.

When administering the assessments in this workbook, remember that the items are generically written so that they will be applicable to a wide variety of people, but they cannot account for every possible variable for every person. None of the assessments are specifically tailored to one person, so use the assessments to help participants identify negative themes in their lives and find ways to break the hold of these patterns and their effects.

Advise the teen participants using the assessments that they should not spend too much time trying to analyze the content of the questions; they should think about the questions in general and then spontaneously report how they feel about each one. Whatever the results of the assessment, encourage participants to talk about their findings and their feelings pertaining to what have they discovered about themselves. Talking about anger issues can be therapeutic and beneficial.

Layout of the Book

The *Teen Anger Workbook* is designed to be used either independently or as part of an integrated curriculum. You may administer one of the assessments and the journaling exercises to an individual or a group with whom you are working, or you may administer a number of the assessments over one or more days.

This book includes the following reproducible pages in all five sections:

- **Assessment Instruments** – Self-assessment inventories with scoring directions and interpretation materials. Group facilitators can choose one or more of the activities relevant to their participants.
- **Activity Handouts** – Practical questions and activities that prompt self-reflection and promote self-understanding. These questions and activities foster introspection and promote pro-social behaviors.
- **Quotations** – Quotations are used in each chapter to provide insight and promote self-reflection. Participants will be asked to select one or more of the quotations and journal about the meaning or feeling they derive from them.
- **Reflective Questions for Journaling** – Self-exploration activities and journaling exercises specific to each assessment to enhance self-discovery, learning, and healing.
- **Educational Handouts** – Handouts designed to enhance instruction can be used individually or in groups to promote a positive understanding of anger and to provide positive reinforcement for effective anger management. They can be distributed, converted into masters for overheads or transparencies, projected or written down on boards and discussed.

Who should use this program?

This book has been designed as a practical tool for helping professionals, i.e., therapists, counselors, psychologists, teachers, group leaders, etc. Depending on the role of the professional using the *Teen Anger Workbook* and the specific group's needs, these sections can be used individually or combined for a more comprehensive approach.

Why use self-assessments?

Self-assessments are important in teaching various anger management skills because they help participants to engage in these ways:

- Develop awareness of the primary motivators that guide their behavior.
- Explore and learn to “let go” of troublesome habits and behavioral patterns learned in childhood.
- Explore the effects of subconscious messages/teachings from childhood.
- Gain insight and “a wake up call” for behavioral change.
- Focus thinking on behavioral goals for change.
- Uncover resources they possess that can help them to cope better with problems and difficulties.
- Explore personal characteristics without judgment.
- Achieve awareness of their strengths and weaknesses.

Because the assessments are presented in a straightforward and easy-to-use format, individuals can self-administer, score and interpret each assessment at their own pace.

Introduction for the Participant

If you are like most teenagers, you probably find yourself getting angry from time to time. Physical changes, emotional development, and stressful events in school, work, and home during the teen years can make it difficult to deal with your emotions. Angry emotions can be brought on by a variety of reasons including fear, envy, rejection and failure.

Everyone has feelings of anger, and often, anger can be a normal and healthy human emotion. However, too frequently, it can turn into rage or verbal and physical aggression. On the other hand, anger that is suppressed can turn to rage at a later time and have an overwhelming emotional and physical impact. Anger turned inward can become depression. It can interfere with your relationships with your friends, family and community. Therefore, it is very important to learn about anger and how to manage your anger, triggers and responses.

If you are having feelings of intense anger and physical aggression, it is necessary that you learn how to control yourself and your emotions more effectively. Anger management is more involved than learning a few tools and techniques to use when you get upset. *It is about getting to know yourself.* It is learning what triggers your anger, ways you choose to express anger to others, consequences of your anger, and level of intensity of your angry feelings.

This book, the *Teen Anger Workbook*, is designed to help you learn other ways to react when you are angry, learn more about anger and ways to make constructive changes to better manage it.

IMPORTANT

You will be asked to respond to assessments and exercises and journal about some experiences of your relationships. Everyone has the right to confidentiality, and you need to honor the right to privacy of others. Think about it this way – you would not want someone writing things about you that other people could read. Your friends feel this way also.

In order to maintain the confidentiality of your friends, assign people name codes based on things you know about them. For example, a friend named Sherry who loves to wear purple might be coded as SWP (Sherry Wears Purple). Do not use actual names or initials when you are listing people – use name codes.

Teen Anger Workbook

TABLE OF CONTENTS

SECTION I: Teen Anger Triggers Scale

Teen Anger Triggers Scale

Directions	15
Scale	16–17
Scoring Directions	18
Profile Interpretation	18
Scale Descriptions	19
Our Thinking Determines Our Feelings	20
Angry Situations	20

Activity Handouts

Independence	21–22
Person or Property	23–24
Control	25–26
Self-Esteem	27–28
Respect	29–30

Journaling Activities

Anger Trigger Quotations	31
Triggers	32

Educational Handouts

To Reduce Triggered Anger	33
---------------------------------	----

SECTION II: Teen Anger Intensity Scale

Teen Anger Intensity Scale

Directions	37
Scale	38–39
Scoring Directions	40
Profile Interpretation	41
Scale Descriptions	42

Activity Handouts

Coping with Angry Feelings	43
Keep an Anger Diary	43
Identify Physical Signs	44
Listen to Music	44
Thought Control	45

TABLE OF CONTENTS

Meditation	45
Progressive Muscle Relaxation	46
Aerobic Exercise	47
Breathing	48
Anger Intensity Log	49
Humor	50
Recreation	50

Journaling Activities

Anger Intensity Quotations	51
Intense Anger	52
Hurting Words	53

Educational Handouts

Warning Signs of a Teen Anger Problem	54
Emotional Issues Teens Face	55
A-B-C-D Anger Management	56

SECTION III: Teen Anger Expression-Style Scale

Teen Anger Expression-Style Scale

Directions	59
Scale	60–62
Scoring Directions	63
Profile Interpretation	63
Scale Descriptions	64

Activity Handouts

Suppressive Style	65
Assertive Style	66
Passive Style	67
Passive Aggressive Style	68
Open Aggressive Style	69
How to Express Anger Effectively	70
Communication Skills	71
The New Me.	72
Others' Styles.	73

TABLE OF CONTENTS

Journaling Activities

Anger Style Quotations	74
My Anger Style.	75

Educational Handouts

Teens with Anger Problems	76
Ways to Control Your Temper.	77
Signs of Anger	77

SECTION IV: Teen Anger Consequences Scale

Anger Consequences Scale

Directions	81
Scale	82–83
Scoring Directions	84
Profile Interpretation	84

Activity Handouts

Work = Job/Volunteering/Choices/Homework.	85
Attitude about Work (Job/Volunteering/Choices / Homework) . . .	86
Close Relationships	87
Attitudes about Close Relationships	88
Community Relationships	89
Attitudes about Community Relationships	90
Personal Health	91
Attitudes about Personal Health	92
School	93
Attitudes about School.	94
Anger Exercises	95

Journaling Activities

Anger Consequences Quotations.	96
Past Situation vs. Today	97

Educational Handouts

Conflict	98
Consequences of Misplaced Anger	99

TABLE OF CONTENTS

SECTION V: Teen Anger Management Scale

Anger Management Scale

Directions	103
Scale	104–105
Scoring Directions	106
Profile Interpretation	106

Activity Handouts

Read Your Body	107
Calm Your Body	108
Redirect Your Mind	109
Communicate Assertively	110
People Who Push My Buttons	111
My Anger Log	112
Role Reversal	113
Support	114

Journaling Activities

Anger Management Quotations	115
Write a Letter	116

Educational Handouts

RCRC – The Anger Management Process	117
Verbal Abuse	118
Physical Signs of Anger	119
Emotional Signs of Anger	120
Rewards for Managing Your Anger	121



Independence I

When a person's independence is threatened, that person often becomes angry. Complete the following exercise to explore the effect that a loss of independence has on you. Use name codes.

People Whom I Feel Take My Independence From Me

	What They Do	What I Think and Feel
Parents	<i>Ex: TRC grounded me for two weeks.</i>	<i>Ex: I am so sad because I am going to miss the football game this weekend.</i>
Parents		
Family		
Friends		
Other adults		
Others my age		
Other		

Independence II

Write about one particular time you lost, or had your independence taken from you.

Describe how losing or not having your independence felt.

Why don't you like other people to tell you what to do?

What would you like to do that you can't do? Who will not let you?

How does loss of independence threaten you?

Who gives you the feeling of not being independent?

How can you achieve greater independence?
